

REVISED – MARCH 16, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: **X Elementary** __ Middle __ High __ K-12

Name of Principal **Ms. Connie Garafalo**

Official School Name **Central Community Elementary School**

School Mailing Address **1301 Bonnell Ave. Reading, Ohio 45215- 3322**

County **Hamilton**

School Code Number **IRN-005728**

Telephone **(513) 554 – 1001**

Fax **(513) 483 - 6792**

Website/URL **www.readingschools.org** E-mail **cgarafalo@readingschools.org**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date_____

Name of Superintendent **Mr. L. Scott Inskeep**

District Name **Reading Community City Schools**

Tel. (**513**) **554-1800**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date_____

Name of School Board President **Mr. Jim Perdue**

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date_____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 2 Elementary schools
 Middle schools
 Junior high schools
 High schools
 1 Other - Junior/Senior High School
 3 TOTAL
2. District Per Pupil Expenditure: \$8,800
- Average State Per Pupil Expenditure: \$8,768

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural
4. 5 Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	N/A	N/A	N/A	7			
K	19	21	40	8			
1	22	23	45	9			
2	13	22	35	10			
3	26	19	45	11			
4	21	23	44	12			
5	22	30	52	Other			
6	21	23	44				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							305

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>92</u> | % White |
| <u>7</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u> </u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 27 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	41
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	40
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	81
(4)	Total number of students in the school as of October 1	305
(5)	Subtotal in row (3) divided by total in row (4)	.27
(6)	Amount in row (5) multiplied by 100	27

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 1

Specify languages: English

9. Students eligible for free/reduced-priced meals: 47 %

Total number students who qualify: 145

10. Students receiving special education services: 12 %
36 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>14</u>	<u> </u>
Special resource teachers/specialists	<u>10</u>	<u>8</u>
Paraprofessionals	<u>3</u>	<u>1</u>
Support staff	<u>5</u>	<u>1</u>
Total number	<u>33</u>	<u>10</u>

12. Average school student-“classroom teacher” ratio: 22:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	95%	95%	95%	94%
Daily teacher attendance	98%	98%	99%	97%	96%
Teacher turnover rate	0%	0%	0%	1%	1%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Central Community Elementary, located in Reading, Ohio, lies on the outskirts of the city of Cincinnati. The city of Reading has approximately 13,000 residents and the school has 313 students enrolled in kindergarten through sixth grade. The school is one of two elementary schools in the Reading Community City School District. Our school is located in a small neighborhood where mornings and afternoons find the sidewalks filled with supportive parents, proud grandparents, and excited students. The school community is comprised of families who predominately work in factories, retail stores, and restaurants within the community. Our families support the school and desire a better education for their children than they had received as youngsters. While education is a priority for our families, few parents have college degrees and some lack high school diplomas.

The mission statement of our school is “to prepare students academically, socially, and emotionally to reach their potential, become responsible citizens, and develop a love of learning that will continue throughout their lives.” This mission statement was developed by the Leadership Team during the 2001-2002 school year. The Leadership Team was comprised of grade level teacher representatives, specialists, support staff, the building principal and parents. This vision is harmonious with the district’s mission of developing “successful lifelong learners” who will “become contributing citizens.” The underlying philosophy of both mission statements is reinforced through the diverse learning experiences that occur on a daily basis.

The faculty is a rich blend of novice and master teachers, who are all highly qualified under *No Child Left Behind* standards. Currently, 45% of the faculty have their master’s degree in education. The collaborative effort between classroom teachers and specialists provides our diverse student population with high quality learning experiences. The faculty is committed to building a bridge between home and school, helping children learn, and creating value to education as a means to a secure future. At times the harsh realities of family issues, such as job loss, needing to relocate, and financial worries, take precedence over schoolwork. However, through the continued efforts of the faculty and families working together as a team, the students focus on their learning and they view their school as one of the positive places in which to attend everyday.

As the school day ends, and the students exit the building to meet their parents and grandparents, we rest assured knowing that they are believing in themselves, they are achieving their best, and they are succeeding in their learning potential. Our vision, “Believe, Achieve, and Succeed”, gives us confidence that our decisions, actions, and abilities enable us to create a customized learning environment. We have pride in ourselves, our school, and our community.

Our students are challenged each day to synthesize their learning in order to be reflective, creative, critical thinkers who will reach their potential and become life long learners. It is for these reasons, and many others, that Central Community Elementary qualified for nomination to the *No Child Left Behind-Blue Ribbon School* program.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results in Reading and Math

Ohio has developed and implemented content standards for the schools in the state. They have also established grade level indicators (learning outcomes) and grade-ban benchmarks in both reading and math. Students' mastery of learning expectations is measured by a series of grade level achievement and proficiency tests. Each student is expected to show a level of "proficiency" on these tests. Ohio has established the expectation that 75% of the students in a given school/grade level be "proficient" on these assessments.

Proficient means mastery of the grade level indicators, contained in the Ohio Standards, as defined by achieving a minimum scaled score.

Third-Grade Reading Achievement

Test Cut Scores

- Limited: below 385
- Basic: 385-399
- Proficient: 400-414
- Accelerated: 415-431
- Advanced: 431 and above

Fourth-Grade Reading Proficiency

Test Cut Scores

- Below Basic: 197 and below
- Basic: 198-216
- Proficient: 217-249
- Advanced: 250 and above

Fourth-Grade Mathematics Proficiency

Test Cut Scores

- Below Basic: N/A
- Basic: below 218
- Proficient: 218-249
- Advanced: 250 and above

Sixth-Grade Reading Proficiency

Test Cut Scores

- Below Basic: N/A
- Basic: below 222
- Proficient: 222-249
- Advanced: 250 or higher

Sixth-Grade Mathematics Proficiency

Test Cut Scores

- Below Basic: N/A
- Basic: below 200
- Proficient: 200-249
- Advanced: 250 or higher

For the 2003-2004 school year, third grade students were only assessed in reading. Students in grades four and six were tested in areas of reading, writing, mathematics, citizenship, and science.

- At Central Community Elementary 93.3% of the students were proficient on the 3rd grade reading test. The state average was 78.2% proficient.
- On the 4th grade reading proficiency test 79.5% of Central Community Elementary students were proficient. There were 76.9% of the fourth graders who were proficient in mathematics. The state average for 4th grade reading was 70.8%, and math was 65.8%.
- On the 6th grade reading proficiency test 97.7% of the Central Community Elementary students were proficient, while 95.3% of the students were proficient in mathematics. The state average for 6th grade reading was 64.6% and mathematics was 65.6%.

Central Community Elementary is a small school with few subgroups. According to the “State Report Card” there are no disparities in subgroups.

These scores reflect the combined efforts among students, parents, and teachers resulting in our students achieving the rigorous standards of excellence set by the state of Ohio. Central Community Elementary embraces the belief that “No Child Is Left Behind.”

More information on the state assessment system can be found at:
http://www.ode.state.oh.us/reportcard/archives/RC_IRN.ASP?im=044693

2. The Use of Assessment Data to Understand and Improve Student and School Performance

A priority at Central Community Elementary has been to analyze and use assessment data to understand and improve student and school performance. Teachers are given the opportunity to view the item analysis from the Ohio 3rd, 4th, and 6th grade Proficiency and Achievement Tests in all subject areas. These reports show specific strengths and weaknesses of a class as a whole. In primary grades, teachers administer the Ohio Diagnostic Assessment Program in reading, writing, and math. Teachers are given release time to understand that data and then use it to drive and inform their instruction to meet the changing needs of the students.

In addition, our district has created RAP, Reading’s Assessment Program. Monthly assessments are given, guided by our curriculum maps, which are based on the Ohio Content Standards. Reading’s Assessment Program (RAP) gives the teachers the opportunity to individualize instruction for the students. It is from these assessments that interventions are created and developed. The broad range of these interventions includes working with the gifted educator or the intervention specialist. Each assessment builds on prior knowledge to guarantee that the children are learning to their greatest potential.

Developmental Reading Assessments are used from kindergarten through sixth grade. Student profiles are created and shared across grade and content levels. These assessments evaluate fluency and comprehension, and they are used to establish individual goals for the students. Students are identified for Title I and other intervention programs through the Developmental Reading Assessments.

In the fall of each year, the 2nd, 3rd, and 5th grades complete the Stanford Achievement Test and the Otis-Lennon Test of School Ability. The results of these tests indicate how all students are achieving relative to their ability. This again gives teachers the opportunity to differentiate their instruction, creating another portrait of the student’s performance and an overview of the school’s strengths and weaknesses.

3. Communication of Student Performance to Parents, Students, and the Community

Central Community Elementary effectively communicates student and school performances to parents, students, and the community in a timely manner.

State assessment data for the school is provided to the community by accessing the district’s website. The school’s scores are published in the local media. In addition, the district publishes a quarterly newsletter, mailed to all homes and businesses in the community. This publication, entitled *Inside Reading Schools*, includes all test results and updates on student progress.

Communication with parents is a vital part of our success. Parent-teacher conferences are held twice each year. At these conferences, at which students are encouraged to attend, students’ strengths and weaknesses, test results, and social emotional growth are discussed with parents. Other test results are

distributed via letter. Our most frequent line of communication between parents and teachers is the use of a Friday Folder. In this folder, important papers, including Principal's Weekly reports, PTO newsletters, and indicators of student achievement are sent home. Every five weeks, the students receive a printed detailed report of their progress. Quarterly report cards are used to communicate growth. Teachers in each classroom are available on an as-needed basis through email and voice mail.

It is important that students are aware of their progress in the classroom. It encourages them to strive for improvement both academically and socially. Teachers are available daily to discuss progress with individual students, assist with at-risk learners, and provide alternative learning strategies. Through constant communication, students are motivated to do their best every day.

4. Sharing Our Successes

As a state-recognized School of Promise and a school rated "Excellent" by the state of Ohio, we are committed to sharing our successful practices with schools at both the local and state levels. Presentations have been made for the past two years at the Ohio School Board Association Student Achievement Fair. By invitation, several staff members have made presentations at their respective grade level conferences.

At our school we welcome the opportunity to share our unique programs that promote high levels of student achievement with those in our district as well as neighboring school communities. On several occasions we have welcomed visitors to conduct first hand observations of these programs.

The school and district have built relationships in the educational community. We maintain a partnership with Wright State University that fosters our professional growth as well as the development of future teachers. Other universities contact our school on a regular basis to assist in the preparation of their student teachers. The collaborative affiliations with Hamilton County Educational Service Center and the Southwest Ohio Special Education Regional Resource Center provide us with the opportunity to share our success.

Central Community Elementary is a member of the High AIMS consortium, whose purpose is sharing successful math and science practices across state boundaries.

We have been invited to the Ohio Association of Administrators of State and Federal Educational Programs / Title I Conference to share the instructional strategies that have helped meet our students' diverse needs.

These sharing opportunities allow us the chance to strengthen our own practices and learn from others.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Central Community Elementary School's comprehensive curriculum reflects the coordinated and coherent efforts among all staff members. It is aligned with the Ohio Content Standards in each core subject for all grades. Our curriculum enables students to make explicit connections among subject areas, and meaningful ties between home and school.

- **Language Arts** - Our language arts curriculum integrates reading, writing, speaking, and

listening. The literature based approach used in our school consists of direct instruction, guided instruction, and independent learning. The curriculum encourages strategic readers, who learn to analyze and evaluate what they read. The writing process is introduced early, and these skills are practiced and mastered throughout the grade levels. Through the Rebecca Sitton Spelling Program, our students develop better use of the grammatical structures of English, allowing them to effectively express themselves and communicate ideas. Through speaking and listening, students understand how to apply their communication skills in different ways. Students learn to effectively present information to their audience. They realize how to give purpose and meaning to their message by controlling their language and incorporating vocabulary choices.

- **Mathematics** – Mathematics teachers encourage their students to build new mathematical knowledge through problem solving not only in math but also across the curriculum. Our mathematics curriculum encourages students to use the language of mathematics to express ideas, make connections among those ideas, and understand meanings of operations and how they relate to other mathematics concepts. Through the use of manipulatives, computers, and daily reinforcements, students are able to find connections to real-life scenarios both in and out of school. The staff has worked hard to find innovative ways to reach different types of learners in the area of mathematics.
- **Science** – Our science curriculum is driven by the idea that students are most successful when they are actively engaged through a “hands-on/minds-on” approach. The school boasts a state-of-the-art science lab equipped with a variety of tools that aid in the students’ discovery of science concepts. Through the use of the scientific method, students observe, discover, and draw conclusions about the world around them.
- **Social Studies** – Teachers make a conscientious effort to bring social studies to life for their students. Role-play activities in the classroom, team-building activities at an overnight campground, and an introduction to various vocations make the social sciences pertinent and applicable for students. From our community to the world around them, our students explore cultures, geography, history, and economics by using the technological resources available in our numerous computer labs.
- **Fine Arts** - Our curriculums in art and music address students’ multiple intelligences allowing freedom of expression, creative exploration, and exposure to the appreciation of the arts. Opportunities exist for the experimentation in the use of various mediums allowing our students to discover their unique abilities. Programs in both band and music offer our students a chance to demonstrate their musical talents. Students critique art work and musical pieces, discussing the significance of these in their world.

2a. Reading Curriculum

The foundation of our school’s reading curriculum is research based and built on fundamental skills. The framework for our approach follows the recommendations of the *Report of the National Reading Panel*. Reading is introduced to the earliest of learners even before they arrive at Central Community Elementary School. Through the “Springboard to Kindergarten” program, resources are available to families to promote early literacy. Our literacy program emphasizes a systematic and sequential approach to teaching phonemic awareness and phonics. Decoding strategies are embedded in reading lessons utilizing rich literature. We increase vocabulary and word knowledge by encouraging our students to discuss, elaborate, and demonstrate meanings of new words by emphasizing application, not just acquisition. Fluency and comprehension are practiced through shared, independent, and guided reading. Our balanced literacy environment includes, among many others, classroom and school libraries, word walls, read-alouds, graphic organizers, literature circles, and whole class discussions. Student comprehension is evident through written response journals, summaries, retellings, reading logs, and book shares.

Student progress is monitored using various assessment tools such as observations, the Developmental

Reading Assessments, rubrics, and the Ohio Diagnostic, Achievement, and Proficiency Tests. These tools are used to guide instruction and identify interventions. Instructors are sensitive to the diversity that exists among their students. Lessons at all grade levels are designed to reach every student. The various learning styles and multiple intelligences are addressed so that each child is motivated to do his or her personal best. Conversely, teachers are also aware that remediation is necessary. Struggling students are identified so that the academic problem can be quickly diagnosed and remedied.

Our balanced, comprehensive approach to teaching reading encompasses high quality literature in all genres, research-based best practices, and strategies to promote independence and a life-long love of reading.

3. Mathematics Curriculum

Our mathematics curriculum takes our students from the concrete to the abstract in order to reach their potential and “prepare them academically” for the world ahead. The curriculum is based on the Ohio Academic Content Standards and the National Council of Teachers of Mathematics Standards. The lessons are constructed using mathematical ideas interconnected allowing students to build on each new idea in order to produce a logical whole.

We highlight basic fundamental skills, problem solving, and algebraic thinking. Various approaches to develop a keen number sense come through the use of manipulatives, physical models and other concrete objects. We believe that our curriculum aids every student in seeing the significance of mathematics as it connects and relates to the real world. Mathematics will help prepare them to function as a “responsible citizen.”

Best practice strategies including whole group discussions, small groups, and independent practice allow the teacher to promote high rates of student achievement. At the same time, students’ differing needs are met in our gifted program as well as through intervention based services. The combination of text, technology, integrated literature, and other supplemental materials enables the teacher to design appropriate daily instruction.

Regular, on-going assessment of mathematics achievement is administered throughout all grade levels. Curriculum Based Measures/School-Wide Basic Fact Norms are administered three times through the school year. In Kindergarten through 2nd grade, state Diagnostic Math Assessments are given. In 3rd, 4th, and 6th grade, the Ohio Achievement and Proficiency Test is administered. Monthly curriculum assessments are given throughout the entire year. The information gathered gives the teachers the knowledge and guidance necessary to modify their instruction to meet the needs of all students.

Our mission at Central Community Elementary is to “prepare students academically, socially, and emotionally to reach their potential”. Our strong mathematics curriculum, connecting math to their world, strives everyday to complete this mission.

4. Instructional Methods

Our teachers are sensitive to the diversity that exists among their students. Lessons at all grade levels are designed to reach every student. A variety of instructional methods are utilized to address the learning styles in order to maximize achievement. Improving student learning is a high priority at Central Community Elementary School.

Students learn with their teachers through explicit, modeled, guided, interactive, cooperative, and shared instruction. Peer learning takes place through buddy reading, partner editing, literature circles, and role-

playing. Students are given the opportunity for independent learning through personal monitoring, self-discovery, and technological exploration. Specific areas of concern are addressed through mini-lessons, conferences, and differentiated instruction.

At-risk learners are identified through our school's assessment programs. Teachers work collaboratively to analyze data to determine specific interventions to meet individual needs. The duration and intensity of these interventions are customized and progress is consistently monitored. Opportunities to improve learning include classroom accommodations, working with specialists in and out of the regular classroom, tutors, and after-school intervention programs. Through this process, students will have an Intervention Based Plan. Special needs students receive services in accordance with the Federal Individuals Disabilities Education Act.

5. Professional Development

Professional development at Central Community Elementary is based on school goals and needs as well as district level initiatives.

Each spring, school surveys are distributed to parents/guardians, faculty members, and students. These surveys ask for input about our instructional programs and strategies, curriculum, and communication. The surveys are tallied and the results are used in the formation of our school goals. Test and assessment results are also used to create our school goals.

Once those goals are developed, specific professional development opportunities are established. For example, two years ago, language arts and mathematics teachers were given release time during the school day to collaborate in grade level teams to create instructional calendars and monthly assessments aligned to the Ohio Content Standards. These calendars are used to plan and drive daily instruction. These assessments measure student progress and achievement of the learning outcomes. This in-service release time was directly related to our school goals of improving our students' reading and mathematic achievement. All teachers are given the opportunity to attend conferences and workshops that are directly related to classroom needs and school goals. Newly acquired techniques and strategies are then implemented and shared with colleagues.

When the need of increasing phonemic knowledge instructional strategies arose, a nationally renowned speaker was sought to come to the school. She presented to the teachers and observed within the classrooms, giving vital information and feedback.

In order to meet the school goal of improving student behavior, a team of faculty members met to create a school-wide behavior plan. This team also wrote a grant that included training opportunities and resources in conflict resolution.

Our faculty has become a community of learners. Grade level teams utilize common planning time to collaborate and plan lessons for their students. Teachers read research materials and discuss new ideas to continually improve their instruction.

PART VII - ASSESSMENT RESULTS

STATE CRITERION- REFERENCED TESTSubject **Reading** Grade **3** Test **Ohio Achievement Test**Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003 – 2004	2002-2003	2001-2002
Testing Month	March	N/A	N/A
SCHOOL SCORES			
% At or Above Limited	100		
% At or Above Basic	100		
% At or Above Proficient	93		
% At or Above Accelerated	73		
% At Advanced	49		
Number of students tested	45		
Percent of total students tested	100		
Number of students alternatively assessed	0		
Percent of students alternatively assessed	0		
SUBGROUP SCORES			
1. White			
% At or Above Limited	100		
% At or Above Basic	100		
% At or Above Proficient	93		
% At or Above Accelerated	73		
% At Advanced	48		
Number of students tested	44		
2. Students Eligible for Free /Reduced Meals			
% At or Above Limited	100		
% At or Above Basic	100		
% At or Above Proficient	93		
% At or Above Accelerated	61		
% At Advanced	29		
Number of students tested	28		
STATE SCORES			
% At or Above Limited	100		
% At or Above Basic	90		
% At or Above Proficient	78		
% At or Above Accelerated	59		
% At Advanced	33		

The Third-Grade Reading Achievement Test was not administered prior to 2003 – 2004.
The table above reflects Ohio's assessment categories and terminology.

Other subgroups, namely African American, Hispanic, Asian, and students with disabilities, do not comprise sufficient numbers (10 or more) to be part of the state's assessment report.

STATE CRITERION- REFERENCED TESTSubject **Reading** Grade **4** Test **Ohio Proficiency Test**Edition/Publication Year **2004**Publisher **Ohio Department of Education**

	2003 – 2004	2002-2003	2001-2002
Testing Month	March	March	March
SCHOOL SCORES			
% At or Above Below Basic	100	100	N/A
% At or Above Basic	97	98	95
% At or Above Proficient	79	80	71
% At Advanced	31	2	7
Number of students tested	39	49	41
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
% At or Above Below Basic	100	100	N/A
% At or Above Basic	97	98	95
% At or Above Proficient	83	86	74
% At Advanced	33	2	8
Number of students tested	36	43	39
2. Students Eligible for Free /Reduced Meals			
% At or Above Below Basic	100	100	N/A
% At or Above Basic	95	100	83
% At or Above Proficient	74	83	58
% At Advanced	26	0	8
Number of students tested	19	18	12
STATE SCORES			
% At or Above Below Basic	100	100	N/A
% At or Above Basic	92	91	N/A
% At or Above Proficient	71	66	68
% At Advanced	15	9	7

The table above reflects Ohio's assessment categories and terminology.

Other subgroups, namely African American, Hispanic, Asian, and students with disabilities, do not comprise sufficient numbers (10 or more) to be part of the state's assessment report.

STATE CRITERION- REFERENCED TESTSubject **Mathematics** Grade **4** Test **Ohio Proficiency Test**Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003 – 2004	2002-2003	2001-2002
Testing Month	March	March	March
SCHOOL SCORES			
% At or Above Below Basic	100	N/A	N/A
% At or Above Basic	87	100	N/A
% At or Above Proficient	77	57	82
% At Advanced	28	6	8
Number of students tested	39	49	39
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
% At or Above Below Basic	100	N/A	N/A
% At or Above Basic	86	100	N/A
% At or Above Proficient	78	58	84
% At Advanced	28	7	8
Number of students tested	36	43	37
2. Students Eligible for Free /Reduced Meals			
% At or Above Below Basic	N/A	N/A	N/A
% At or Above Basic	100	100	N/A
% At or Above Proficient	74	50	100
% At Advanced	21	6	0
Number of students tested	19	18	11
STATE SCORES			
% At or Above Below Basic	100	100	N/A
% At or Above Basic	77	70	N/A
% At or Above Proficient	66	59	63
% At Advanced	26	15	17

The table above reflects Ohio's assessment categories and terminology.

Other subgroups, namely African American, Hispanic, Asian, and students with disabilities, do not comprise sufficient numbers (10 or more) to be part of the state's assessment report.

STATE CRITERION- REFERENCED TESTSubject **Reading** Grade **6** Test **Ohio Proficiency Test**Edition/Publication Year **2004**Publisher **Ohio Department of Education**

	2003 – 2004	2002-2003	2001-2002
Testing Month	March	March	March
SCHOOL SCORES			
% At or Above Below Basic	100	N/A	N/A
% At or Above Basic	98	100	N/A
% At or Above Proficient	98	86	68
% At Advanced	65	54	15
Number of students tested	43	63	47
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
% At or Above Below Basic	100	N/A	N/A
% At or Above Basic	97	100	N/A
% At or Above Proficient	97	86	70
% At Advanced	69	54	16
Number of students tested	39	63	43
2. Students Eligible for Free /Reduced Meals			
% At or Above Below Basic	100	N/A	N/A
% At or Above Basic	100	100	N/A
% At or Above Proficient	100	76	56
% At Advanced	80	43	6
Number of students tested	10	21	16
3. Students with Disabilities			
% At or Above Below Basic	100		
% At or Above Basic	100		
% At or Above Proficient	100		
% At Advanced	82		
Number of students tested	11		
STATE SCORES			
% At or Above Below Basic	100	100	N/A
% At or Above Basic	83	83	N/A
% At or Above Proficient	65	65	58
% At Advanced	26	26	22

The table above reflects Ohio's assessment categories and terminology.

Other subgroups, namely African American, Hispanic, Asian, and students with disabilities, do not comprise sufficient numbers (10 or more) to be part of the state's assessment report.

STATE CRITERION- REFERENCED TESTSubject **Mathematics** Grade **6** Test **Ohio Proficiency Test**Edition/Publication Year **2004**Publisher **Ohio Department of Education**

	2003 – 2004	2002-2003	2001-2002
Testing Month	March	March	March
SCHOOL SCORES			
% At or Above Below Basic	100	N/A	N/A
% At or Above Basic	98	100	N/A
% At or Above Proficient	95	73	72
% At Advanced	30	8	9
Number of students tested	43	63	46
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. White			
% At or Above Below Basic	100	N/A	N/A
% At or Above Basic	97	100	N/A
% At or Above Proficient	97	73	74
% At Advanced	31	8	7
Number of students tested	39	63	42
2. Students Eligible for Free /Reduced Meals			
% At or Above Below Basic	100	N/A	N/A
% At or Above Basic	100	100	N/A
% At or Above Proficient	100	71	69
% At Advanced	20	14	0
Number of students tested	10	21	16
3. Students with Disabilities			
% At or Above Below Basic	100		
% At or Above Basic	100		
% At or Above Proficient	100		
% At Advanced	45		
Number of students tested	11		
STATE SCORES			
% At or Above Below Basic	100	100	N/A
% At or Above Basic	74	65	N/A
% At or Above Proficient	66	53	62
% At Advanced	13	6	9

The table above reflects Ohio's assessment categories and terminology.

Other subgroups, namely African American, Hispanic, Asian, and students with disabilities, do not comprise sufficient numbers (10 or more) to be part of the state's assessment report.